

**TEACHING NUTS AND BOLTS OUTLINE**  
**BY DOROTHY A. BROWN**  
**EMORY UNIVERSITY LAW SCHOOL**  
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- I. Before Classes Begin
  - A. Find out if the AALS section has a list serve that you can join.
  - B. Consider joining the New Law Professors Section. They have a list serve and a web site [http://www.law.capital.edu/AALS New Law Professors/](http://www.law.capital.edu/AALS_New_Law_Professors/)
  - C. How to select a Casebook.
  - D. Contact the Casebook author.
  - E. Drafting a Syllabus.
  - F. Making sense of your institution's tenure standards.
  
- II. During the Semester
  - A. Finding a teaching style
  - B. How to handle classroom challenges
  - C. Exam discussions with your class
  - D. Drafting the Exam, Answer Key, and Instructions
  - E. Familiarize yourself with your school's examination policies
  
- III. After the Last Class
  - A. Grading Exams
  - B. Teaching Evaluations
  - C. CELEBRATE!!!!

**SELECTED ARTICLES ON LAW TEACHING FOR THE NEW LAW TEACHER**

**PREPARED BY**

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Rachel Arnow-Richman, *Contracts Symposium: American Association of Law Schools Section on Contracts: Contracts Teaching: A Bibliography*, 26 Hawaii L. Rev. 489 (2004)

Lorraine Bannai & Anne Enquist, *UnExamined Assumptions and UnIntended Messages: Teaching Students to Recognize Bias in Legal Analysis and Language*, 27 Seattle U. L. Rev. 1 (2003)

Susan J. Becker, *Advice for the New Law Professor: A View from the Trenches*, 42 J. Legal Educ. 432 (1992)

Derrick Bell, *A Pre-Memorial Message on Law School Teaching*, 23 N.Y.U. Rev. L. & Soc. Change 205 (1997)

Gregory W. Bowman, *The Comparative and Absolute Advantages of Junior Law Faculty: Implications for Teaching and the Future of American Law Schools*, 2008 BYU Educ. & L. J. 171

Sherri Burr, *Reflections on a Scholarly Agenda for the Beginning Law Professor*, 10 St. Louis U. Pub. L. Rev. 155 (1991)

Linda R. Crane, *Grading Law School Examinations: Making a Case for Objective Exams to Cure What Ails "Objectified" Exams*, 34 New Eng. L. Rev. 785 (2000)

Debra Moss Curtis, *Everything I Wanted To Know About Teaching Law School I Learned From Being a Kindergarten Teacher: Ethics in the Law School Classroom*, 2006 BYU Educ. & L. J. 455

Nancy S. Erickson and Mary Ann Lamanna, *Sex-Bias Topics in the Criminal Law Course: A Survey of Criminal Law Professors*, 24 U. Mich. J.L. Ref. 189 (1990)

Paula Franzese & C.M.A. McCauliff, *The Community of Law Teachers and Scholars Expands: Guideposts for New Faculty*, 22 Seton Hall L. Rev. 1375 (1992).

Steven Friedland, *A Critical Inquiry Into the Traditional Uses of Law School Evaluation*, 23 Pace L. Rev. 147 (2002)

Pearl Goldman, *Legal Education and Technology: An Annotated Bibliography*, 93 Law Libr. J. 423 (2001)

Andre Hampton, *Legal Obstacles to Bringing the Twenty-First Century into the Law Classroom: Stop Being Creative, You may already be in Trouble*, 28 Okla. City U.L. Rev. 223 (2003)

Mary Kate Kearney & Mary Jane Kearney, *Reflections on Good (Law) Teaching*, 2011 Det. C.L. Mich. St. U. L. Rev. 835 (2001)

Philip C. Kissam, *Law School Examinations*, 42 Vand. L. Rev. 433 (1989)

Rogelio Lasso, *From the Paper Chase to the Digital Chase: Technology and the Challenge of Teaching 21<sup>st</sup> Century Law Students*, 43 Santa Clara L. Rev. 1, (2002)

James B. Levy, *As A Last Resort, Ask the Students: What They Say Makes Someone An Effective Law Teacher*, 58 Me. L. Rev. 49 (2006)

Benjamin V. Madison, III, *The Elephant in Law School Classrooms: Overuse of The Socratic Method as an Obstacle to Teaching Modern Law Students*, 85 U. Det. Mercy L. Rev. 293 (2008)

Natasha Martin, *Allegory From the Cave: A Story About a Mis-Educated Profession and the Paradoxical Prescription*, 9 Lewis & Clark L. Rev. 381 (2005)

Miguel A. Mendez, *Teaching Evidence: Using Casebooks, Problems, Transcripts, Simulations, Video Clips and Interactive DVDs*, 50 St. Louis L.J. 1133 (2006)

Gary Monserud, *An Essay on Teaching Contracts and Commercial Law for the First Time*, 82 N. Dak. L. Rev. 113 (2006)

Eric L. Muller, *A New Law Teacher's Guide to Choosing a Casebook*, 45 J. Legal Educ. 557 (1995)

Douglas K. Newell, *Ten Survival Suggestions For Rookie Law Teachers*, 33 J. Legal Educ. 693 (1983)

Deborah Waire Post, *Power and the Morality of Grading -- a Case Study and a Few Critical Thoughts on Grade Normalization*, 65 UMKC L. Rev. 777 (1997)

William P. Quigley, *Introduction to Clinical Teaching for the New Clinical Law Professor: A View from the First Floor*, 28 Akron L. Rev. 463 (1995)

Michael Hunter Schwartz, *Teaching Law by Design: How Learning Theory and Instructional Design Can Inform and Reform Law Teaching*, 38 San Diego L. Rev. 347 (2001)

Kevin H. Smith, *"X-File" Law School Pedagogy: Keeping the Truth Out There*, 30 Loy. U. Chi. L.J. 27 (1998)

Kent D. Syverud, *Taking Students Seriously: A Guide for New Law Teachers*, 43 J. Legal Educ. 247 (1993)

Alice M. Thomas, *Laying the Foundation for Better Student Learning in the Twenty-First Century: Incorporating an Integrated Theory of legal Education into Doctrinal Pedagogy*, 6 Wid. L. Symp. J. 49 (2000)

Arturo Lopez Torres and Mary Kay Lundwall, *Bibliography: Moving Beyond Langdell II: An Annotated Bibliography of Current Methods for Law Teaching*, 35 Gonz. L. Rev. 1 (2000)

Morrison Torrey, *You Call That Education?*, 19 Wis. Women's L.J. 93 (2004)

Michael Vitiello, *Professor Kingsfield: The Most Misunderstood Character in Literature*, 33 Hofstra L. Rev. 955 (2005)

David D. Walter, *Student Evaluations--A Tool for Advancing Law Teacher Professionalism and Respect for Students*, 6 Legal Writing 177 (2000)

Douglas J. Whaley, *Teaching Law: Advice for the New Professor*, 43 Ohio St. L.J. 125 (1982).

Stephanie M. Wildman, *The Classroom Climate: Encouraging Student Involvement*, 4 Berkeley Women's Law Journal 326 (1989).

Stephanie M. Wildman, *The Question of Silence: Techniques to Ensure Full Class Participation*, 38 Journal of Legal Education 147 (1988).

#### **SYMPOSIA/ARTICLES ON CASEBOOKS**

Gerry W. Beyer, *Review of Raymond C. O'Brien & Michael T. Flannery, Decedents' Estates: Cases and Materials (2006)*, 29 U. Ark. Little Rock L. Rev. 561 (2007)

Mark W. Janis and John E. Noyes, *International Law Casebooks: Tradition, Revision, and Pedagogy*, 98 A.J.I.L. 200 (2004)

Symposium, *Casebook Review*, 26 Seattle U. L. Rev. 1 (2002). Casebook review of selected Commercial Law casebooks.

Symposium, *Casebook Review*, 25 Seattle Univ. L. R. 1, (2001). Casebook review of selected Torts casebooks.

Symposium, *Casebook Review*, 22 Seattle U. L. Rev. 867-1055 (1999). Casebook review of selected Property casebooks.

Symposium, *Casebook Review*, 21 Seattle U. L. Rev. 719-1038 (1998). Casebook review of selected Constitutional Law casebooks.

Symposium, *Casebook Review*, 20 Seattle U. L. Rev. 271-352 (1997). Casebook review of selected Contracts casebooks.

#### **RACE AND LAW TEACHING**

Anita Allen, *On Being a Role Model*, 6 Berkeley Women's L.J. 22 (1990-91).

Frances Lee Ansley, *Race and the Core Curriculum in Legal Education*, 79 Cal. L. Rev. 1511 (1991).

Keith Aoki and Kevin R. Johnson, *Symposium: Latinos and Latinas at the Epicenter of Contemporary Legal Discourses: Latinos and Latinas in the Legal Academy: An Assessment of LatCrit Theory Ten Years After*, 83 Ind. L.J. 1151 (2008)

Margalynne J. Armstrong and Stephanie M. Wildman, *Teaching Race/Teaching Whiteness*, 86 N.C.L. Rev. 635 (2008).

DOROTHY A. BROWN, *CRITICAL RACE THEORY: CASES, MATERIALS AND PROBLEMS* (2d edition 2007) (uses the case method approach with a separate chapter for each first year course).

Stephen Carter, *Academic Tenure and White Male Standards*, 100 Yale L. J. 2065 (1991).

Pat K. Chew, *Asian Americans in the Legal Academy: An Empirical and Narrative Profile*, 3 Asian L.J. 7 (1996).

Okianer Christian Dark, *Just My 'Magination*, 10 Harv. BlackLetter L.J. 21 (1993).

Richard Delgado, *Affirmative Action as a Majoritarian Device: Or, Do You Really Want To Be a Role Model?*, 89 Mich. L. Rev. 1222 (1991).

Richard Delgado, *Minority Law Professors' Lives: The Bell-Delgado Survey*, 24 Harv. C.R.-C.L. L. Rev. 349 (1989)

Linda S. Greene, *Serving the Community: Aspiration and Abyss for the Law Professor of Color*, 10 St. Louis U. Pub. L. Rev. 297 (1991).

Linda S. Greene, *Tokens, Role Models, and Pedagogical Politics: Lamentations of an African American Female Law Professor*, 6 Berkeley Women's L.J. 81 (1990-91).

Angela P. Harris, *On Doing the Right Thing: Education Work in the Academy*, 15 Vt. L. Rev. 125, 135 (1990) (discussing the work of educating your colleagues on race issues).

Michael Higginbotham, *Speaking Truth To Power: A Tribute To A. Leon Higginbotham, Jr.*, 20 Yale Law & Policy Review 341(2002).

Lisa Chiyemi Ikemto, *Some Tips on How to Endanger the White Male Privilege in Law Teaching*, 19 W. New Eng. L. Rev. 79, 83 (1997).

Kevin Johnson, *Integrating Racial Justice into the Civil Procedure Survey Course*, 54 J. Legal Educ. 242 (2004).

Amy H. Kastely, *Out of the Whiteness: On Raced Codes and White Race Consciousness in Some Tort, Criminal, and Contract Law*, 63 U. Cin. L. Rev. 269 (1994).

Elizabeth Mertz et al., *What Difference Does Difference Make? The Challenge for Legal Education*, 48 J. Legal Educ. 1 (1998) (discussing classroom environments that most encourage or hinder women and minorities from participating in class).

Rachel F. Moran, *The Implications of Being a Society of One*, 20 U.S.F. L. Rev. 503 (1986).

Vincene Verdun & Vernillia R. Randall, *The Hollow Piercing Scream: An Ode for Black Faculty in the Tenure Canal*, 7 Hastings Women's L.J. 133 (1996).

Cheryl L. Wade, *Attempting to Talk About Race in Business and Corporate Law Courses and Seminars*, 77 St. John's L. Rev. 901 (2003).

Donna E. Young, *Two Steps Removed: The Paradox of Diversity Discourse for Women of Color in Law Teaching*, 11 Berkeley Women's L.J. 270, 285-86 (1996).

### **GENDER AND LAW TEACHING**

Melissa Cole, *SYMPOSIUM: Struggling to Enjoy Ourselves or Enjoying the Struggle? One Perspective from the Newest Generation of Women Law Professors*, 10 UCLA Women's L.J. 321 (2000)

Christine Haight Farley, *Confronting Expectations: Women in the Legal Academy*, 8 Yale J.L. & Feminism 333 (1996)

Mary Joe Frug, *A Symposium of Critical Legal Study: Re-reading Contracts: A Feminist Analysis of A Contracts Casebook*, 34 Am. U.L. Rev. 1065 (1985)

Phyllis Goldfarb, *A Theory-Practice Spiral: The Ethics of Feminism and Clinical Education*, 75 Minn. L. Rev. 1599 (1991)

Melissa Harrison, *A Time of "Passionate Learning": Using Feminism, Law, and Literature to Create a Learning Community*, 60 Tenn. L. Rev. 393 (1993)

Deborah Maranville, *Classroom Incivilities, Gender, Authenticity and Orthodoxy, and the Limits of Hard Work: Four Lenses for Interpreting a "Failed" Teaching Experience*, 12 Wm. & Mary J. of Women & L. 699 (2006)

Carrie Menkel-Meadow, *Women as Law Teachers: Toward the "Feminization" of Legal Education*, in ESSAYS ON THE APPLICATION OF HUMANISTIC EDUCATION IN LAW (1980)

Carrie Menkel-Meadow, *Excluded Voices: New Voices in the Legal Profession Making New Voices in the Law*, 42 U. Miami L. Rev. 29 (1987)

Deborah Jones Merritt, *Are Women Stuck on the Academic Ladder? An Empirical Perspective*, 10 UCLA Women's L.J. 241 (2000)

Judith Resnik, *Visible on "Women's Issues,"* 77 Iowa L. Rev. 41 (1991)

Elizabeth M. Schneider, *Gendering and Engendering Process*, 61 U. Cin. L. Rev. 1223 (1993)

## **SEXUAL ORIENTATION AND LAW TEACHING**

Kim Brooks and Debra Parkes, *Queering Legal Education: A Project of Theoretical Discovery*, 27 Harv. Women's L.J. 89 (2004)

Angela Gilmore, *Incorporating Issues of Sexual Orientation Into A First Year Property Law Course: Relevance and Responsibility*, 32 Nova L. Rev. 595 (2008)

Michael R. Siebecker, *To be or Not To Be ... Out in the Academy*, 22 Law & Ineq. J. 141 (2004)